***Teacher’s 5-E Planning Guide:***

**Your Name:** Sarah Griffith **Lesson Title:** The Common Mural **Intended Grade Levels:** K - 5

**Appropriate STATE/NATIONAL Standards:**

**NAAEE Guidelines: List 1 – 2 of the NAAEE Guidelines for EE that this lesson BEST supports**

* Depth: This lesson definitely teaches “awareness of the feelings, values, attitudes and perceptions at the heart of environmental issues.” This lesson seeks to extend a metaphor of a common mural to illustrate the tragedy (or victory) of the commons – talking about the conflicts that arise in self-interest within conservation efforts and how utilizing collective creativity can make beautiful results.
* Action Orientation: “promote civic responsibility,” by introducing a concept like the commons, the students must think about how this affects their conservation efforts; encouraging students to talk and cooperate with others, as well as an understanding of how conservation works, will help them understand conservation efforts in the long term

**Learner Outcomes/Evidence of Learning:** Indicate 1 – 2 things that students will be able to do or know as a result of this experience (use measurable action verbs – can be affective attitudes, etc.).

**The students will...**

* Create a common mural to by hung in their classroom
* Discuss how this mural reflects/alters their ideas about conservation

**Essential Vocabulary: List and DEFINE one or two vocabulary words students will learn and USE during the lesson.**

* The Commons: a place that we all must share – like a play ground, or a classroom, which can be extended to the Earth
* Conservation: actions that are conscious of consequences – reduce, reuse and recyle – how are these conscious of their ending effects on the earth

**Closure: What is the summary of the big/idea(s) or main concept(s) your students will know or be able to do as a result of this lesson?**

* 1. **Our world is a commons in which we can work together to keep it healthy and even work to make it more beautiful than before**
  2. **Conservation is action that thinks about our common earth**
  3. **Conservation is most effective when we work together using our creativity and respect for others**

**Materials Needed to teach this lesson to a group of 12 students (itemize EVERYTHING):**

Large pieces of ream paper (6 5’long pieces)

Markers (4 packs)

Used Magazines (as many as we can find)

Scissors

Glue

**References/Resources: Provide full references for lessons/ideas used during the creation of this instructional activity.**

1. Hardin, Garrett (1968) ["The Tragedy of the Commons"](http://www.sciencemag.org/cgi/content/full/162/3859/1243), *Science*, 162(3859) 1243-1248.
2. Gifford, John C. (1945). Living by the Land. Coral Gables, Florida: Glade House. pp. 8.

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| **“5-E” Phase**  **Student Performance Indicators** | Planned Activities/Events | Guiding Questions | Questions Students May Ask | **Materials/Safety/Notes** |
| Engage Time: ­­­­­\_\_\_\_\_ minutes  * **Tap prior knowledge** * **Focus learner’s thinking** * **Spark interest in the topic** | Introduce conservation ideas and invite discussion on what it means; mention the 3 R’s and see if anyone knows those – draw it back to the idea of conservation (sustainable use of the earth by people); ask about some of the things that can be done to help us sustain our world’s resources; invite discussion about some of their favorite natural places (who has been to the beach, the lake, the forest for ATV-ing, sledding, hiking, fishing) | What are your favorite “natural” places?; Anyone been to a National Park? The Beach? Fishing on a Lake? To a river, or a waterfall? Where would some of you like to go? What is conservation? What are the 3 r’s? |  | NONE |
| Explore~HANDS-ON!Time: ­­­­­\_\_\_\_\_ min.  * **Provide learners with common, concrete, experiences with skills and concepts** * **Observe and listen to students** * **Ask probing question** * **Act as a consultant** | Provide students with a “slice” of the earth mural. They will decorate it with their favorite things; or natural features that they know are in their region (not sure I want to punch geography here because it could get complicated for the time constraints); go around and ask questions about what they are creating; what do they know? Have them decorate it with things that are important for them to conserve. This is an expression of their ties to conservation in a visually artistic medium. | This is interesting, have you seen this before? Why did you decide this was going to be part of your slice? Why is it important to your slice? |  | * Large Pieces of Ream **Paper** (6 5’long pieces) * **Markers** (4 packs) * Used **Magazines** (as many as we can find) * **Scissors** * **Glue** |
| * **Explain ~ MINDS-ON!**   **Time:** ­­­­­\_\_\_\_\_ **min.**   * **Encourage students to explain concepts in their own words** * **Ask for justification** * **Use students’ previous experiences as the basis for explaining concepts** * **Clarify and correct misconceptions** | Put the earth back together again and ask each group to talk about what they did; as they did keep re-iterating ideas of conservation and the commons – hopefully helping students to eventually extend to the idea that they have created an image of the world with others – this will be true in their attempts to conserve the planet’s resources, as well. | Tell us about your slice. Why was it important to decorate your slice that way? |  | NONE |
| **Extend - HANDS-ON! Time:** ­­­­­\_\_\_\_\_ **min.**   * **Apply same concepts and skills in a new context resulting in deeper and broader understanding** * **Encourage the students to apply the concepts/skills to new situations via new activities** | Hopefully the students will have extended the activity as a metaphor for how conservation efforts are a shared effort and this can be a great thing, or a challenge (we can punch this home with a pre-prepared ugly slice with lots of pollution; introduce this and ask them what they think about someone who draws that kind of slice) We have constantly asked everyone that they put what is important to them on their slices. Now we ask the students to think about the fact that everyone had something important to them on their slice, and it is hard to change minds. | So is this what you thought it would look like? Are there things about the Mural that you hadn’t thought of putting up there? What if someone put something up there you didn’t like? Did anyone do something you didn’t like? How would you resolve this if you all had to work together? What would you say to me? |  | NONE |
| **Evaluate Time:** ­­­­­\_\_\_\_\_ **min.**   * **Observe the students as they apply new concepts and skills** * **Assess, formally and/or informally, student progress toward achieving the learner outcomes (knowledge and/or skills)** * **Allow students to assess their own learning and group-process skills** | Assessment (both teacher and student led) will be informal through discussion, and questions and answers. |  |  | NONE |